

TOPIC
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6: yourCHOICE Make Drinks Count!

Make Drinks Count!
Topic 6

Skill-Based Outcomes

Preteens who participate in this activity will be able to:

- ❖ Use Nutrition Facts on food labels to compare drink choices.
- ❖ Explain why sodas shouldn't crowd out beverages with more nutrients.
- ❖ Tell how they can enjoy more milk, juice, and water.
- ❖ Prepare an easy, nutrient-rich drink.

Empowerment Messages

- ❖ By drinking lots of beverages high in added sugars, you may get less of the nutrients you need for good health.
- ❖ Choose beverages sensibly to consume fewer drinks high in added sugars. Cut back on *how much* of the sweetened beverages you drink at one time and *how often* in a day.
- ❖ Do not let soda crowd out other beverages, such as milk, that have nutrients you need to stay healthy. Choose milk or juice at home, school, fast-food places, or from vending machines instead of soda.
- ❖ Drink water often.

Activity Summary

(Icebreaker) **How Much Soda?** - As an icebreaker, preteens become aware of how much they drink at one time by using different-sized beverage cups.

- 1 Make Mine Orange!** - Preteens uncover the differences among orange-flavored beverages by making their own orange soda, low-calorie orange soda, and orange drink with 10% juice. They use *Nutrition Facts Cards* to compare them with orange juice.
- 2 Which Drink? Check the Facts!** - In small groups, they discuss their beverage choices for situations they face each day.
- 3 Okay to Sweat!** - With an exercise break ("jump rope for health"), preteens work up a sweat then talk about why fluids are important.
- 4 (Afterschool Snack) Chill Out With Juice Floats!** - To quench their own thirst, they make and talk about an easy, healthful snack drink: Juice Floats, made with a mixture of fruit juices and a scoop of frozen-fruit yogurt. (Frozen yogurt is not a reimbursable item. Offer graham crackers with this drink to make a reimbursable snack.)

(Wrap up) **What's yourCHOICE?** - Each person comes up with personal steps for making smart drink choices.

Getting Ready

● Read:

- ❖ Do You Know...? on the next page

● Display Posters:

- ❖ *Read It Before You Eat it!*
- ❖ *Feed Me!*
- ❖ *Move It!*
- ❖ *FIGHT BAC!*

● Get:

For How Much Soda?"

❖ 4 fast-food cups: 8 ounces, 12 ounces, 16 ounces, 20 ounces
(Ask preteens a week ahead to bring in their plastic or paper drink cups and glasses, so they can become familiar with the volumes of different containers.)

For "Make Mine Orange!" (four preteens per group)

- ❖ 36 ounces club soda
- ❖ ½ cup sugar
- ❖ Sugar substitute (amount depends on type)
- ❖ Yellow and red food coloring
- ❖ Orange extract (found near the vanilla extract in the baking section of your supermarket) or a packet of sugar-free orange Kool-Aid
- ❖ 12 ounces orange juice
- ❖ 1 liquid measuring cup, measuring spoons
- ❖ 4 clear cups (12 ounces)
- ❖ 1 mixing spoon per group
- ❖ Small tasting cups (enough for each participant)
- ❖ Recipe cards for 4 orange beverages
- ❖ 4 *Nutrition Facts Cards*: orange juice, orange drink with 10% juice, orange soda, low-calorie orange soda

For "Which Drink? Check the Facts!"

- ❖ *Nutrition Facts Cards* for beverages: different types of flavored and unflavored milks, milk shake, fruit juices, iced tea with sugar, sports drink, water, sodas, low-calorie sodas, fruit drinks

For "Okay to Sweat!"

- ❖ Jump ropes (several)
- ❖ Small pieces of paper, pencils
- ❖ (Optional) tape recorder and audiotape or CD player and CD

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For “Chill Out With Juice Floats!” (snack activity)*

- ❖ Ingredients: three or more fruit juices (for example, orange, grape, apple, pineapple, mango) frozen-fruit yogurt (about 4 ounces per participant), graham crackers—reimbursable food item)
- ❖ Equipment: ice cream scoop or large spoon, serving pitchers (optional)
- ❖ Table setting: 12-ounce paper or plastic cups, spoons, napkins
- ❖ *Nutrition Facts Cards*: different types of juices and frozen yogurts

* If your program has been approved to serve USDA’s Afterschool Snacks, the snack served as part of this activity may qualify for reimbursement. For each participant, **serve at least $\frac{3}{4}$ cup juice and another food item, such as 4 squares of graham crackers.** (Frozen yogurt is not a reimbursable food from USDA’s Afterschool Snacks.)

For “Wrapping Up: What’s yourCHOICE?”

- ❖ “yourCHOICE” handout** for each participant
- ❖ (Optional) some form of recognition for each participant

** Reminder: Collect handouts for next session.

Do You Know...?

Why are beverages important? Top reason: they're mostly water, which is a nutrient that's essential to your life. In fact, a lot of *your body* is water: 55 to 75 percent of your total body weight. Getting to specifics, about 83 percent of your blood, 73 percent of your muscles, about 25 percent of body fat, and 22 percent of your bones are water! In one way or another, every body function depends on water. You can only live a few days without it.

How much? On an average day, you need 8 or so cups of water. That's how much you lose through sweat, urine, and your breath. When you sweat a lot, you need even more. Why sweat? It's your body's natural way to cool down—especially on a hot day or when your body gets a real physical workout.

When you sweat, you need to replace the fluids used to cool you down. Without fluids, your body just overheats. Drinking plenty of water and perhaps juice or milk before, during, and after physical activity replaces fluid loss. And these fluids help keep you from dehydration and the tiredness that goes with it. Thirst is one sign that you need fluids. But don't wait to feel thirsty before you drink something. Sometimes your brain doesn't get the thirst signal.

What's a smart beverage choice?

Make drinks count for healthful drink choices! Pick "more" drinks that have a lot of calcium (Milk Group) or vitamin C (Fruit and Vegetable Groups) and "fewer" drinks that supply mostly just food energy (calories). You can use the "5-20" guide to food labeling to make your choices. If a beverage has 20% or more Daily Value for calcium or vitamin C in one serving, that's a lot.

Drink water, too. It's convenient and thirst quenching.

What if you drink a lot of soda? Sodas are mostly water, sugar or sugar substitute, and a little flavoring. From them, you may get food energy but not much else.

Drinking sodas with meals and snacks often crowds out beverages with more nutrients. Without milk or juice, the nutrients they supply—calcium and vitamin C—typically come up short. Preteens need plenty of calcium for their growing bones, since ages 11 to 18 are when their bones grow the most. Vitamin C helps fight infection and keeps you healthy in other ways.

What can you do to make smart drink choices?

More milk:

- ❖ Pick milk to wash down fast-food meals.
- ❖ Choose flavored lowfat milk—chocolate, strawberry, or other flavors—for a sweet and fun treat.
- ❖ Make a Cool Smoothie fast in the blender: lowfat milk, or yogurt, plus juice, and/or cut-up fruits.
- ❖ Choose 1% milk for the same amount of calcium but less fat and fewer calories than whole milk.
- ❖ Choose milk with school lunch.
- ❖ Ask your family to keep lowfat milk on hand.

More juice:

- ❖ Drink 100% fruit juice.
- ❖ Choose juice at a vending machine.
- ❖ Mix two different juices for an easy snack drink.
- ❖ Make a Juice Float for an easy and delicious thirst quencher: several fruit juices and frozen-fruit yogurt.
- ❖ Freeze boxes or cans of juice; tuck them in your backpack for later.
- ❖ Ask your family to keep juice on hand.

Less soda:

- ❖ Drink sodas as a snack not as a meal beverage.
- ❖ Pour one glass of soda, rather than drink from a large bottle.
- ❖ Drink water if you like to sip while you read, watch TV, or work on the computer.
- ❖ Order the regular-size drink at a fast-food place instead of the large, jumbo, or super-size cup.
- ❖ Cut down to one soda a day.

yourCHOICE Make Drinks Count!

Topic 6 Activities

Getting Started: **How Much Soda?**

Start with an icebreaker that gets preteens thinking about how much they drink. The activities also reinforce what they learned earlier about servings vs. helpings.

Start this way:

- ❖ **If you bring cups, put the four different-sized cups where everyone can see them. Talk about:**
 - Which cup would you use if you were ordering or pouring a soda? Why?
 - Which cup would you use for a glass of milk? Juice? Why?
- ❖ **If preteens bring cups, have them put their cups where they can be seen. Talk about:**
 - What kind of beverage would you drink from each of your cups? Would you use these same cups for something else (milk, juice, etc.)?

Continue keeping the discussion open-ended so preteens talk freely and everyone gets a chance to share his or her thoughts:

- ❖ Why did we have different ideas about how much to drink?
- ❖ Which one of these cups is for just one serving?
- ❖ How big is a serving? **Have them check the Nutrition Facts on the *Read It Before You Eat It!* poster to find out.**
- ❖ Do you usually drink more or less than a serving?
- ❖ Why does it make a difference if you drink a lot or a little?
- ❖ How will you know how much soda or other beverage you really drink?

Using the *Read It Before You Eat It!* poster, have preteens pair up to tell each other what they know about serving sizes. Compare the different serving sizes with the amounts they drink. Use this chance to go over what they already learned about Nutrition Facts on food labels, including the “5-20” guide.

Activity 1: Make Mine Orange!

By making and comparing orange drinks, preteens discover what's different but seemingly similar in beverages they drink.

Divide into groups, giving each group the “recipes” for four beverages. Don’t reveal the names of the beverages yet. Just provide the “recipes” from the duplication master on the next page. They’ll mix each drink in a 12-ounce clear cup. (Amounts of juice and soda are slightly adjusted to make the activity easier to do.)

Recipe 1

- ❖ *Orange Soda*: 12 ounces club soda, 11 teaspoons sugar, 2 drops red food coloring and 3 drops yellow food coloring, $\frac{1}{4}$ teaspoon orange extract or powdered orange flavoring.

Recipe 2

- ❖ *Low-Calorie Orange Soda*: 12 ounces club soda, sugar substitute (amount to equal sweetness of 11 teaspoons sugar), 2 drops red food coloring and 3 drops yellow food coloring, $\frac{1}{4}$ teaspoon orange extract or powdered orange flavoring.

Recipe 3

- ❖ *Orange Juice Drink With 10% Juice*: 1 ounce (2 tablespoons) orange juice, 11 ounces ($1\frac{1}{4}$ cup + 2 tablespoons) club soda, 10 teaspoons sugar, 2 drops red food coloring and 3 drops yellow food coloring, $\frac{1}{4}$ teaspoon orange extract.

Recipe 4

- ❖ *Orange Juice*: 12 ounces orange juice

Recipe 1



12 ounces club soda
11 teaspoons sugar
2 drops red food coloring
and 3 drops yellow food coloring
1/4 teaspoon orange extract
or powdered orange flavoring

Recipe 2



12 ounces club soda
sugar substitute
(amount to equal sweetness of 11 teaspoons sugar)
2 drops red food coloring
and 3 drops yellow food coloring
1/4 teaspoon orange extract
or powdered orange flavoring

Recipe 3

- ❖
 - 1 ounce (2 tablespoons) orange juice
 - 11 ounces (1-1/4 cup + 2 tablespoons) club soda
 - 10 teaspoons sugar
 - 2 drops red food coloring
 - and 3 drops yellow food coloring
 - 1/4 teaspoon orange extract

Recipe 4

- ❖
 - 12 ounces orange juice

Before they taste, talk about the drinks they made:

- ❖ Which one would you buy? Why?
- ❖ What do these drinks have in common? (*orange flavor*) What makes them different?
- ❖ What popular beverages do you think you just made? Now's the time to reveal the name of the drink they made.
- ❖ How do the calories and nutrients compare? How do you know? (*Use Nutrition Facts on food labels; pay attention to serving size.*) **Have them check the *Nutrition Facts Cards* for each drink** using the “5-20” guide to see the benefit of orange juice. (*Orange juice has a lot of vitamin C.*)
- ❖ What food group does each of these beverages fit in on the *Feed Me!* poster? Why? What does that tell you? **POINT OUT** that only *orange juice* fits in the Fruit Group; others belong with fats and sweets.

Pour and taste samples of each beverage. Discuss:

- ❖ How do the flavors compare? **POINT OUT** that these are the basic recipes that beverage manufacturers use, although the type of sugar and the flavorings might be a little different.
- ❖ What do you think about the amount of sugar in the orange soda and juice drink? **POINT OUT** that this is the basic recipe for other sodas and fruit drinks, too.
- ❖ Now that you've compared, which will you pick for breakfast? For a snack? To offer friends? Why?
- ❖ How many teaspoons of sugar do you think are in the sodas and fruit drinks you have each week? How can you cut back on sugary drinks? Why? **POINT OUT** that sugary drinks often crowd out drinks that have more nutrients, such as juice and milk.

Activity 2: Which Drink? Check the Facts!

Get preteens thinking about what's important to them, as they make drink choices to help reach their goals. By ranking their beverage options then explaining their choices, they practice decision-making.

Form groups of three or four. Give each group *Nutrition Facts Cards for beverages*. The cards have information to help them rank their choices. (Preteens can also rank their choices independently.)

For each situation, have them rank their top three drink options, based on what's important to them. Each group will need to come to a consensus. For each situation, have them talk about their rankings and the reasons for their choices. These are the situations:

- ❖ You're planning a party for your friends.
- ❖ You're thirsty after playing volleyball or basketball.
- ❖ After school, you want something to drink at home.
- ❖ It's breakfast time.
- ❖ You're ordering a drink to go with fast food you eat at the mall.
- ❖ You're in the school cafeteria; it's lunchtime.

Extend the discussion to learn more. (ASK:)

- ❖ During your preteen and teen years, your bones grow a lot even after you stop getting taller. Your bones need a lot of calcium to do that. Using the "5-20" guide, which drinks have a lot of calcium? How do they compare for calories, fat, and other nutrients?
- ❖ Why do you think many preteens drink less milk? How can you make milk an "in" drink?
- ❖ Using the "5-20" guide, what can you say about other drink choices?
- ❖ Which drinks will you drink more of? Less of? Why? How will you do that?
- ❖ What happens when soda crowds out milk and juice? (*Miss out on beverages with vitamin C and bone-building calcium.*)

Activity 3: Okay to Sweat!

Give preteens an exercise break as they “jump rope for health.” They’ll work up a sweat and get a chance to discuss why fluids are important.

Have them each set up a personal challenge. Each preteen should compete with himself or herself, rather than against each other.

- ❖ Ask them to jot down their name and decide on a number. The number will represent how many times they think they can jump rope without missing. They don’t need to reveal their number.

With several ropes, get preteens to jump rope. Give them each three or four chances to meet and exceed his or her goal *and* until each works up a sweat. Turn on music to make jumping rope more fun.

Talk about their jump-rope experience and the goal of doing their personal best. (ASK:)

- ❖ What’s the benefit of jumping rope or just getting up and moving more? (See “Get Up and Move” on page 15.)
- ❖ How did your body feel the longer you jumped rope? (*Sweaty, harder breathing, warmer face, faster heartbeat*) (POINT OUT: Sweating helps your body cool down. When you’re moving a lot, you need to drink a lot of fluids.
- ❖ When you’re thirsty or sweating a lot, what do you drink? What would be a good drink choice? Why? **Talk about** the benefits of plain water.

Tip for Leaders:

Keep the jump ropes where preteens can easily find them. That may encourage them to enjoy some “pickup” jump rope before and after your afterschool sessions.

Activity 4: Chill Out With Juice Floats!

To quench their thirst and give preteens an easy alternative to sodas, have them mix up their own Juice Float.

Prepare the Juice Float:

- ❖ **Give preteens a chance to wash their hands before handling food.** Talk about and practice this food safety tip. Refer to the messages on the *FIGHT BAC!* poster.

Food Safety-Smarts: Sometimes you want a taste as you prepare a food or beverage—just to check the flavor. Always use a clean tasting spoon so you don't spread bacteria from your mouth to the food or drink.

- ❖ **Have volunteer preteens help you get the ingredients ready:** Shake and pour juices into pitchers (optional); open frozen-fruit yogurts; place 12-ounce drink cups, ice cream scoop or large spoon for serving, individual spoons for mixing, and napkins on the serving table. (Note: this drink doesn't use a blender.)
- ❖ **Have them each concoct their own Juice Float as a snack:** Put a scoop or large spoonful of frozen-fruit yogurt in your cup; pour one or more types of fruit juices on top; mix with spoon.

As they drink, **have them use the *Nutrition Facts Cards* and the *Feed Me!* poster to talk about their mixture of juices and frozen-fruit yogurt.**

Discuss:

- ❖ Why is this Juice Float a healthful drink choice? How does it compare to a soda? **Talk about** the calorie and nutrient differences.
- ❖ How will it change if you use different ingredients? What if you try fruit, milk or yogurt, and mix in a blender? Talk about how this kind of drink will help them consume more fruit and milk.
- ❖ If you make this drink at home, will you do it differently? How?
- ❖ How will you make this for your friends or family? When will you drink it? Why?

Wrapping Up: What's yourCHOICE?

Wrap up by making “yourCHOICE” action plans for making smart drink choices.

Review what they learned about this topic. (ASK:)

- ❖ Why is it smart to pay attention to what and how much you drink?
Talk about calories, nutrients, and the importance of water.
- ❖ What quick, easy choices do you have—besides a soda—at a fast-food place, at school, at home, with friends?
- ❖ How can you enjoy sodas without crowding out milk and fruit juice?
- ❖ What changes can you make in what you drink with meals and snacks?
Why? **Talk about the goals and actions** they can take this week to make smarter drink choices. (For example, *GOAL: Drink more milk and less soda. Actions: Order a carton of milk to go with my fast-food burger. Have chocolate milk at snacktime when I want something sweet.*)

On their “yourCHOICE” handout, have each person write a goal and three steps he or she can take this week to make smarter drink choices. (Note: At the next session, ask them what actions they actually took.)

Have the participants see how they did with the goal and action steps each person wrote on their own “yourCHOICE” handout for the last topic. They can check (✓) the steps they took so far. (Optional) Each person who took at least one action receives some form of recognition.

Collect their handouts to use in upcoming sessions.

